

Lesson Plan – Business Ethics

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***CTE Level III Program:** BMAS

***Title:**

Business Ethics – What is Right and What is Wrong

***Summary:**

The lesson deals with the ethical and legal aspects of business. Students will research the ethical and legal ramifications of decisions made in businesses. Students will also be able to discuss social responsibility and the environmental impacts that businesses have on a community. Workplace safety and health issues as well as publicity of the organization will be investigated.

***CTE Program Competencies/Indicators Addressed in this Lesson:**

Competency: **11.0 EXPLAIN BUSINESS ETHICS**

- Indicator: 11.1 Differentiate between ethical and legal issues
- Indicator: 11.2 Describe social responsibility in business
- Indicator: 11.3 Understand environmental impacts of business in a community
- Indicator: 11.4 Evaluate safety and health issues relating to the public and/or employees
- Indicator: 11.5 Explain the impact publicity has on an organization in a community

Competency: **4.0 DEMONSTRATE ORAL COMMUNICATION SKILLS**

- Indicator: 4.1 Conduct formal/informal research to collect appropriate topical information
- Indicator: 4.5 Demonstrate appropriate technologies for a formal presentation
- Indicator: 4.6 Prepare and deliver presentations
- Indicator: 4.7 Deliver presentation incorporating both appropriate verbal and nonverbal communication techniques

Competency: **5.0 DEMONSTRATE WRITTEN COMMUNICATION SKILLS**

- Indicator: 5.1 Conduct formal/informal research to collect appropriate topical information
- Indicator: 5.2 Organize research information and develop an outline
- Indicator: 5.4 Using appropriate technology, prepare draft document using established rules for grammar, spelling and sentence construction
- Indicator: 5.5 Utilize multiple technologies for written and presentation communications

Competency: **22.0 USE COMPUTERIZED INFORMATION SYSTEMS AND TECHNOLOGY**

Indicator: 22.2 Utilize appropriate hardware and software to generate business communications and reports (word processing, spreadsheet, database, graphics, etc.)

Indicator: 22.4 Use multimedia software to generate presentations and reports

Indicator: 22.5 Research business issues using electronic mediums (Internet, intranet, etc.)

***Arizona Academic Standard Content Area Addressed in this Lesson:**

Cut and Paste from your academic crosswalk file

Academic Standard content area: Reading

R-P1 Apply reading strategies such as extracting, summarizing, clarifying, and interpreting information; predicting events and extending the ideas presented; relating new information to prior knowledge; supporting assertions with evidence; and making useful connections to other topics to comprehend works of literature and documents

PO 1. Extract critical details or elements of literature

PO 2. Summarize the main points

PO 3. Make predictions based on evidence presented

PO 4. Extend ideas presented in the text

PO 5. Connect prior knowledge to information available

R-P4 Evaluate technical journals or workplace documents for purpose, organizational pattern, clarity, reliability and accuracy, and relevancy of information

PO 1. Critique consistency and clarity of purpose

PO 2. Critique effectiveness of organizational pattern (e.g., logic, focus, consistency, visual appeal)

PO 3. Evaluate information for

- relevance

- clarity

- understandability

- logic

- reliability and accuracy (e.g., expertise of author, appropriate use of statistics, diagrams, charts)

Academic Standard content area: Writing

W-P5 Write formal communications, such as a résumé, manuals and letters of application, in appropriate formats, for a definite audience and with a clear purpose

PO 1. Establish a clear purpose for a specific audience

PO 2. Use a clear and appropriate organizational pattern following a standard format for the assigned communication

PO 3. Include only relevant information

PO 4. Use language with an appropriate degree of formality

Academic Standard content area: Viewing and Presenting

VP-P Analyze and evaluate visual media for language, subject matter and visual techniques used to influence attitudes, decision making and cultural perceptions

VP-P2 Plan, organize, develop, produce and evaluate an effective multimedia presentation, using tools such as charts, photographs, maps, tables, posters, transparencies, slides and electronic media

VP-P3 Analyze and evaluate the impact of visual media on the intended audience

Academic Standard content area: Listening and Speaking

LS-P1 Deliver a polished speech that is organized and well suited to the audience and that uses resource materials to clarify and defend positions

***Learning Objectives:**

Upon completion of the lesson, the student will be able to:

Learning Objective: Explain why ethics are important in business

Learning Objective: Describe a code of ethics

Learning Objective: Discuss ethical dilemmas

Learning Objective: Describe laws that deal with ethical issues

Learning Objective: Explain the change in corporations' views of social responsibility

Learning Objective: Describe the way in which businesses demonstrate their social responsibility

***Evaluation:**

1. Description of Evaluation:

Students will take a written exam on the several aspects covered in this lesson plan

2. Conditions under which the evaluation should be administered:

Students will be given a written exam that will contain 6 vocabulary terms, 6 recalling key concepts, and 5 critically thinking questions

3. Criteria for evaluation:

See Rubric

***Duration:**

3.5 hours

Materials:

Entrepreneurship and Small Business Management – Glencoe
Business Management, Real World Applications – Glencoe
Business Week Articles on Ethics and Social Responsibility

Technology:

Internet

“Hook”:

Write a definition of ethics and legal on the board. Have the students answer the following questions, “is unethical and illegal the same thing?” and “Why should business be concerned with ethics”.

Background:

***Procedure:**

Step 1:

Procedure:

Students will research several articles on Business Ethics and Social Responsibility.

Handouts/Visuals needed for this step (attach copies):

About Us – Nordstrom Article
About Us – Mayo Clinic
About Us – Ritz-Carlton Hotel

Websites:

Nordstrom.com
Mayoclinic.org
Ritzcarlton.com

Probe questions for students:

Do these companies show evidence of having good ethical and socially responsible practices?

Step 2:

Procedure:

Students will present the information they have gathered on the ethical and socially responsible practices of each of the three companies.

Handouts/Visuals needed for this step (attach copies):

Websites:

Probe questions for students:

Were there any examples cited in your research to help us understand the impact of ethics in the work place as exhibited by these companies.

Step 3:

Procedure:

Student will discuss several different cases to show their understanding of the differences between ethical and legal. They will also discuss different cases on social responsibility for employees and the community.

Handouts/Visuals needed for this step (attach copies):

Between a Rock and a Hard Place (Ethics)

We've Got You Covered (Ethics)

Vandalism (Ethics)

No One Knew (Social Responsibility)

Websites:

Probe questions for students:

How does being socially responsible promote a business.

Modifications/Variations to the Lesson:

Extensions:

Have students come up with their own case studies regarding ethical and socially responsible issues.

Remediation:

Have extra reading available for them that will help them to better understand the issues

Accommodations:

Have students work in groups so that all students have the benefit of each others input